1986-7

The North Shore Country Day School

Questions & Answers

Q:

What is an Independent School?

I often talk with prospective parents and teachers about independent schools, and, of course, The North Shore Country Day School as a primary example. When asked the question, "What is an independent school?" I am comfortable formulating my response from personal experience, because I have spent all of my professional career in this kind of an educational institution.

I can quickly tell you that independent schools are all governed by a Board of Trustees, that all are fiscally independent and all are free from any governmental restrictions in regard to their educational programs. Independent schools are founded on policies of non-discrimination, they are recognized by the IRS as a not-for-profit organization and each independent school is accredited by a recognized evaluative process. In the case of North Shore, it is the Independent Schools Association of the Central States.

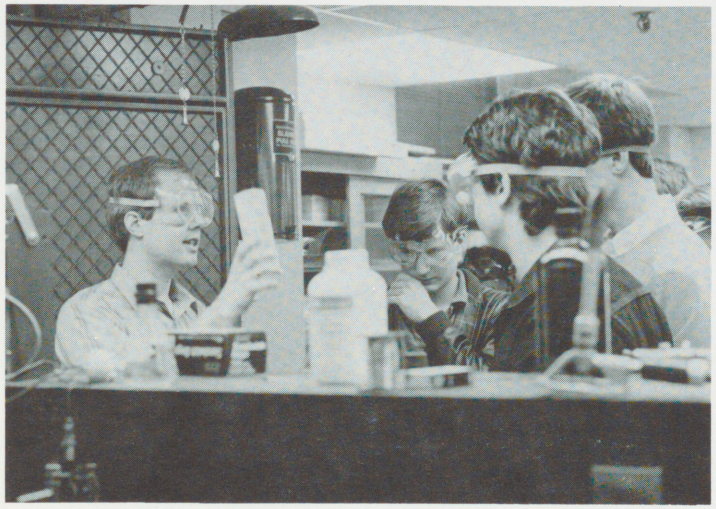
But this rather superficial description does little to really convey all that an independent school is and how such schools have managed to perform the task of educating children so successfully and so consistently year after year.

Most often, then, when I am asked "What is an independent school?" I talk about the independence of a first-rate faculty, allowed and even expected to set its own curriculum, to teach students in small groups in ways that are most appropriate to their own styles and the students' needs. I talk about teachers who, for no extra renumeration, take enormous pride in becoming involved in the lives of their students in a myriad of extra-curricular school specialities: on the athletic fields, on the stage or in the publication of student writing. Dedication is an expectation among the teaching staff. Whether in a demanding academic program or in an activity outside the classroom, teachers search for ways to encouage students to realize their full potential.

When defining an independent school, I also talk about student participation. The size of our school becomes a strength for it enables all students to participate. An independent school is a place where it is not possible for a student to be just a spectator. Participation, however, is not limited to students alone. I also talk about the equal importance of the role of the parent in the total education of students. In independent schools parent involvement is not only welcome, we count on it!

An independent school is a special place. It is not only the freedom given to the faculty or the presence of a Board of Trustees that makes these schools distinctive; it is, more significantly, the dedication of teachers and parents working together to provide the most nurturing environment for children to learn and grow and to provide opportunities which allow students to experience as wide a variety of educational activity as possible.

Richard P. Hall
Headmaster



Q:

What is The North Shore Country Day School philosophy?

In 1986, as part of the self-evaluation which occurs every five years, the School's Board of Trustees reviewed the statement of the School's Philosophy and Objectives. Following a process designed to insure the involvement of all of the School's constituencies, the faculty, administration, alumni, parents and students participated in discussions which served to examine how the School's philosophy was articulated. The following statements, adopted by the Board of Trustees, are the culmination of those discussions.

The School

The North Shore Country Day School is a small, independent, co-educational school which offers a challenging college-preparatory curriculum for students in junior kindergarten through the twelfth grade. The School offers a flexible and supportive environment which enhances each student's desire to learn. The School is committed to the academic, personal and social development of its students.

Philosophy and History

In 1919 a group of concerned parents, who wanted to provide their children with the high quality education found in eastern boarding schools, established The North Shore Country Day School. The Country Day concept emphasizes academic excellence combined with a strong commitment to sports, drama, music and art.

Perry Dunlap Smith, the first headmaster, believed that the School should be an extension of the family. Both parents and teachers serve as role models in their dedication to helping students actively participate in many aspects of school life in order to reach their fullest potential.

Academic Goals

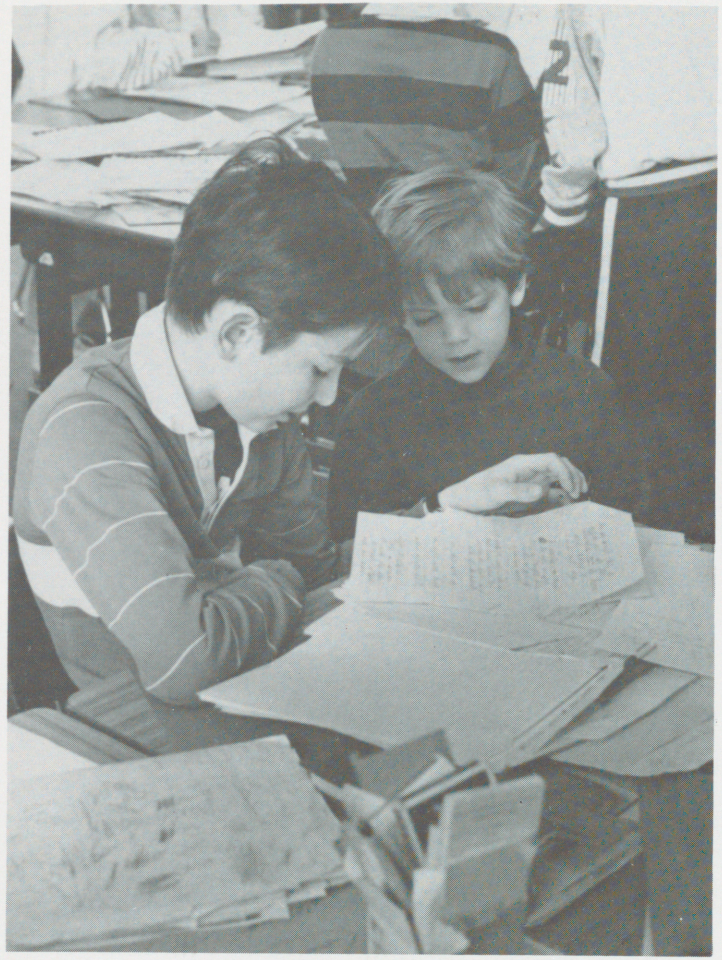
The School requires achievement in the basic skills of reading, writing, speaking and logical analysis. In addition, students are motivated to develop the intellectual curiosity, self-discipline and artistic skills necessary for them to be effective in problem-solving and communication.

Personal Development Goals

The School's programs are designed to develop a strong sense of personal ethics as well as to create self-confidence, initiative and self-sufficiency. The School requires participation in activities designed both to develop physical coordination, endurance and leadership skills and to promote sportsmanship and team work.

Social Goals

The School encourages social concern and provides opportunities for service. The School provides programs which develop a world view. The School incorporates a faculty and a student body of diverse backgrounds who develop friendships and share experiences across a broad range of ages. In addition, the School promotes open and cooperative communication among parents, faculty and administration.



"Our expectations of North Shore were met to a greater extent than what we had anticipated. We knew of the sound academics, but we didn't have any idea of the extra-curricular importance in terms of that well-rounded student. The students are given the opportunity to explore and discover their own interests. There is always something they can plug into, be comfortable and be considered a part of the North Shore experience." ***Jerry and Pamella Williams, parents.***

What makes North Shore special?

"I believe some of the strongest and most supportive and understanding families at North Shore are those families who have come from other schools. Their experience was a good one, but they find that a family-oriented, JK-12 school like North Shore offers the interaction among students of different ages that is impossible to create in large, separate primary, middle and upper schools." ***Patricia Washburn, teacher.***

In looking at independent schools you'll find that each one has its own personality. A school's basic philosophy, its traditions, as well as the physical campus, give a school its definition.

There are probably as many different reasons for choosing North Shore as there are children enrolled: excellent academics, a superb fine arts program, opportunities for participating in many different activities, assurance of a place on an athletic team, personalized college counseling, the ability to be a visible member of the group and to be known by the faculty. Each individual is a recognized member of the community.

One of the first impressions you will have while visiting North Shore is the diversity of our students. We enroll boys and girls from all races, creeds and backgrounds, whose common denominator is found in their academic potential. 12% of our students represent racial minorities, while 16% of the student body received over $300,000 in financial assistance in the 1987-88 school year. With this wide span of backgrounds our students gain good insight into diverse thoughts and lifestyles and through this exposure develop an understanding and appreciation for other viewpoints.

Our students live in all North Shore suburbs as well as Chicago on the south and Waukegan on the north. Convenient public transportation and school buses serve our students. Twenty-eight communities are represented at North Shore, with 54% of the school's students residing in the proximate community.

Academic Standards

In a program directed to the above average student, academics at North Shore nurture the individual's natural curiosity about himself and the world. Small classes, individualized programs, and a stimulating environment lead to high academic standards.

Faculty

Faculty members are selected for competence in subject matter and for their sense of responsibility for the total education of the students committed to their charge. They are dedicated to helping students reach their fullest potential. Here, in small classes, teachers have the opportunity to work closely with students, giving individual attention, often counseling, sometimes prodding, but always encouraging and stimulating. The "good teacher" is distinguished by clarity, consistency and integrity, and by the ability to relate well to students and to other adults in the school community. We strive to maintain a ratio of no more than nine students to each teacher.

Parents

Parents play an important role in this family school. A cooperative relationship between school and home is important to the development of the student. As lines of communication remain open among parents, faculty and administration, parents actively participate in school functions.

Family Community

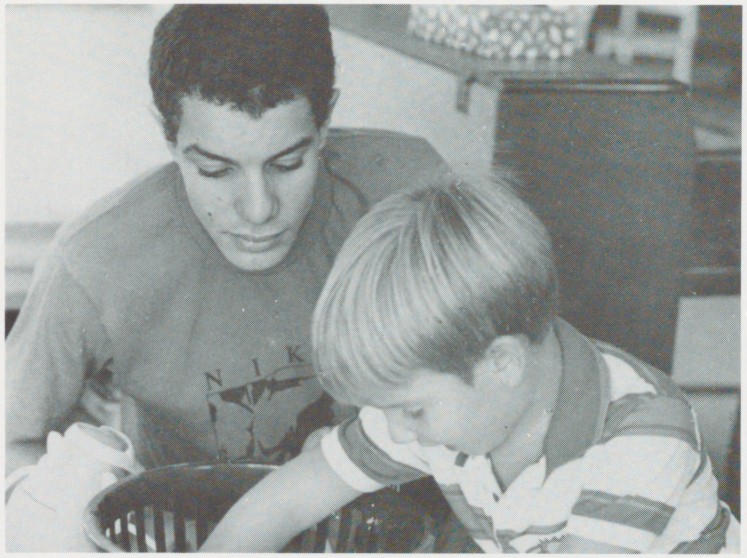
North Shore has a family orientation. From Kindergarten through Upper School, there are many opportunities for younger and older students to become acquainted and to share participation in common experiences. This sense of community, one of the basic philosophies on which the School was founded, encourages a sense of responsibility, understanding and belonging and exemplifies student life at North Shore.

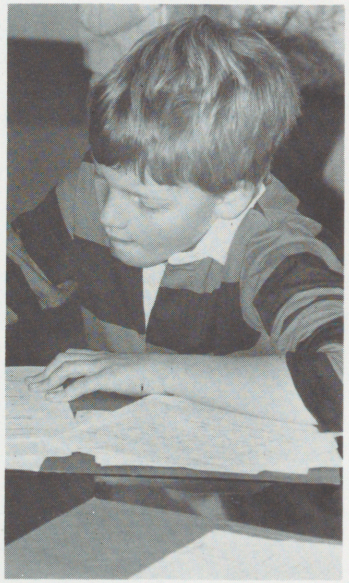
Outdoor education experiences provide opportunities to heighten group and self-awareness; tutoring programs bring upper school students into lower school classrooms for constructive, supervised, one-to-one tutoring; festivals and holiday celebrations merge grades for parties, folk dancing and projects. Students know younger and older boys and girls, and their friendships erase age boundaries.

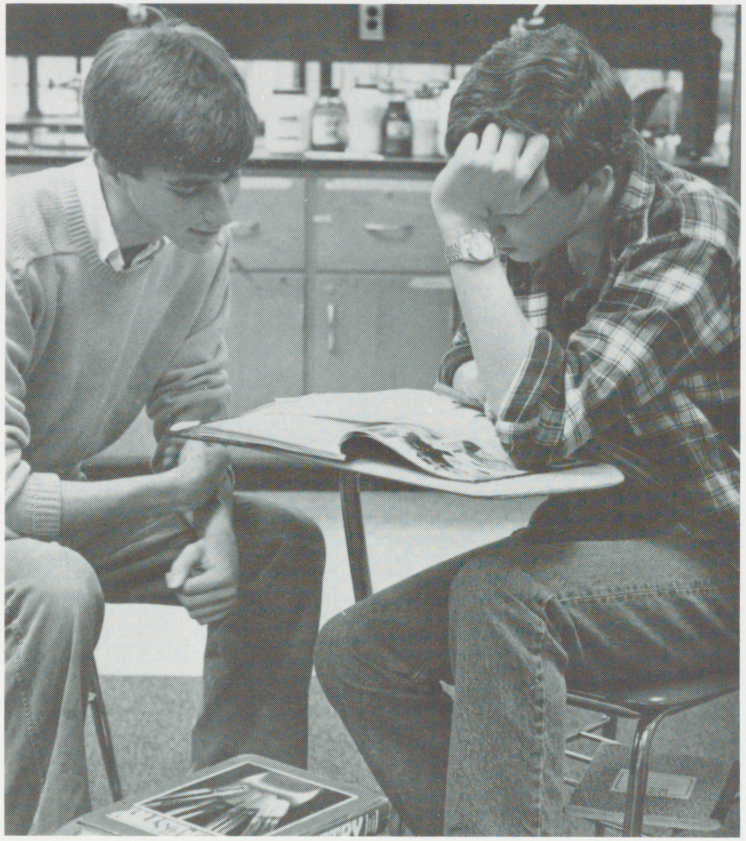
Arts Program

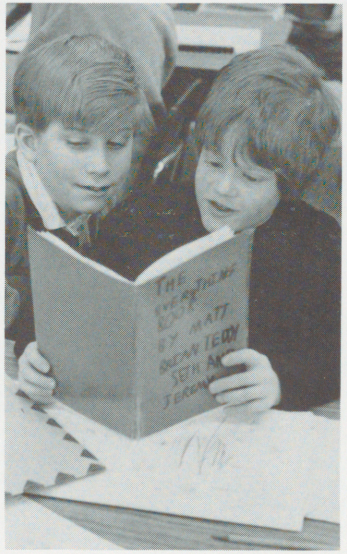
Music, drama and art encourage the students' expression of feelings and ideas and their appreciation of aesthetics.

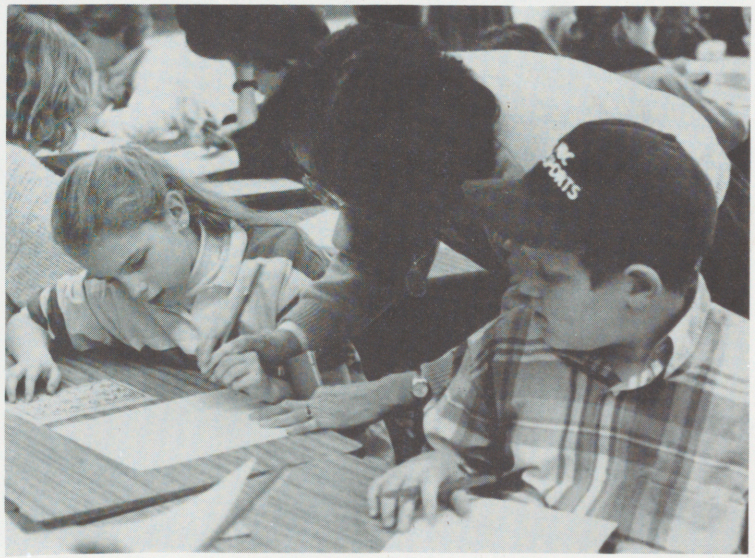
Music: The Orff instrumental method is offered in the Lower School, and singing is developed year by year to the advanced repertoire presented by the Upper School Choir. A faculty of instrumental teachers at the Music Center of the North Shore, located on our campus, provides private lessons on nearly any instrument. The North Shore Youth Orchestra offers an opportunity for ensemble performance.

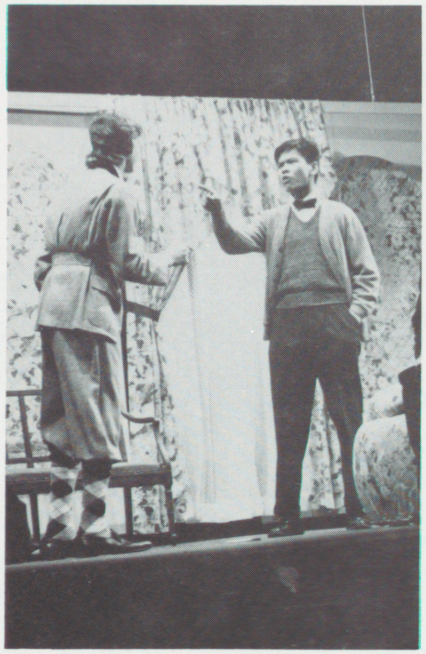


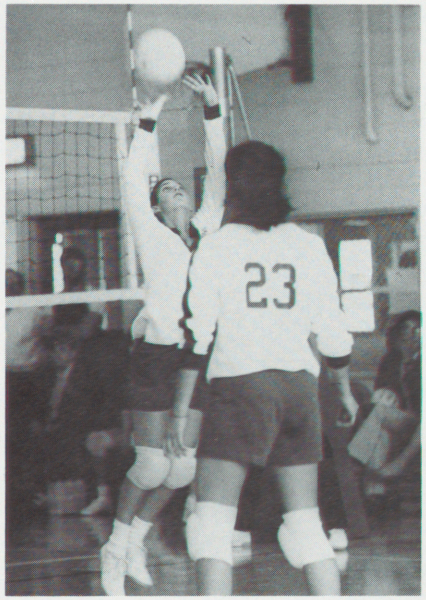












Drama: Throughout the School, students are encouraged to perform in Morning Exercise. Plays, readings, lectures and improvisations emerge from many classrooms for public performance. Introductory classes in theatre and acting begin in the Middle School. Each spring, the Middle School produces a musical show. At the Upper School level, in addition to an introductory dramatics course, full credit courses are offered in acting, stagecraft, directing and scenic design.

The Upper School produces four major presentations each year: a fall play, a Gilbert and Sullivan opera, "Vaudeville" and spring one-act plays. Under the direction of the Upper School Dramatics Department, these productions are staged as evening performances for parents and friends. 50% of the Upper School student body participates as a cast or crew member of school productions.

Art: Art begins in the kindergarten studio where easels, paints, and smocks are always available. The program moves on into the lower and middle school art rooms where ceramics, sculpture and design are introduced and where, by eighth grade, a student may be doing advanced work in ceramics. In Upper School, following an introductory course, a student may elect courses in graphics, photography, drawing, sculpture and ceramics. The School's highly respected faculty is complemented by spacious and well-lighted studios.

Sports and Physical Education

The physical education program, which provides recreation and promotes good health and physical development, begins in the Lower School with individual and team activities.

In the Middle School, physical education includes a variety of individual and team sports and participation in interscholastic competition.

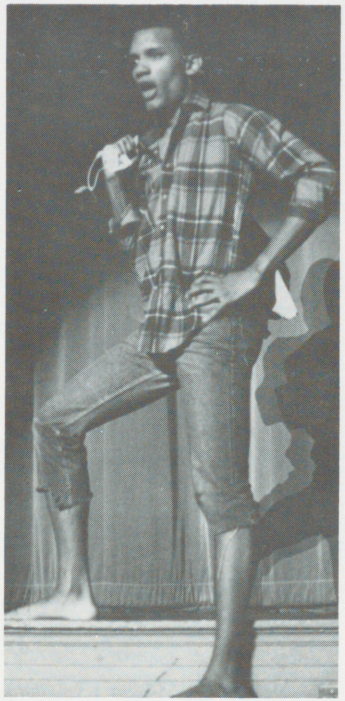
Upper School physical education stresses team sports and participation. North Shore supports ten interschool teams and 95% of the student body participate in school sports. Every student is allowed to play on a team. Boys have the opportunity to play football, soccer, basketball, tennis and baseball in competition with other schools. Girls play field hockey, tennis, volleyball, basketball and softball in league competition.

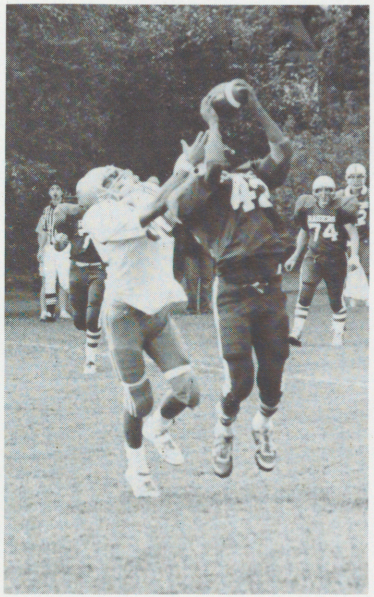
The Library of The North Shore Country Day School

Located in the middle of the campus, the Library is also the academic center of the School. Built during the 1986-87 school year, the building and its programs were planned with the help of teachers in all three divisions of the School. It is currently staffed by a team of faculty members that combine library skills with teaching experience in Lower, Middle and Upper School.

The Library is the focus for a variety of programs, including guests invited to speak in classrooms, art exhibits, student book reviews, computer work, visiting authors, video viewing and production, book binding, storytelling and puppetry in addition to research and reading.

The Library is supported by parent and student helpers and by the Friends of the Library, an alumni group, among others. The School is currently building collections which focus on parent education and children's literature from around the world.





"North Shore allows children to 'step to a different drummer' without making them feel they must conform to a mold. North Shore celebrates differences in children and uses them to create a stimulating student body." ***Jean McClung, parent.***

What special opportunities does North Shore offer its students?

"During this past Interim Week, I participated in the 'Alcohol Awareness' workshop. It was an experience that was one-of-a-kind. It was the most memorable and interesting school projects that I have ever participated in." ***Mark Bransfield, alumnus.***

Students at North Shore are encouraged to participate in as many activities as interest them. In a small school, students can act, sing, play in sports, write for the publications, and enjoy a wealth of activities without having to 'star.' Such possibilities for well-rounded involvement are rare in schools and North Shore, as a small community, opens these doors of opportunities.

Morning Exercise

Morning Exercise, or Morning Ex., is a period set aside two times a week for the entire school to meet. Individual classes use this time to present programs based upon work done in the classroom; outside speakers who address topics of general interest are frequent visitors; and performances, both theatrical and musical, are often presented by students and outside professionals.

Morning Ex. is a tradition important to the life of the School. Within a setting typified by kindergarteners sitting on the laps of the twelfth graders, students of all ages gather in one place at one time. It is a time for announcements and communication among all members of the school community; it is a time for sharing experiences and ideas which might not be introduced in the normal curriculum.

Presentations at Morning Ex. in the past two years have included such programs as: faculty from The Hadley School for the Blind; Anna Langford, Chicago City Councilwoman; political candidates, Grace Mary Stern and John Porter; speakers on drug and alcohol abuse; professional and student musicians, The Chicago City Ballet Company, Russian Folk Music groups, films, mimists, student presentations and classroom projects.

Work Day

Work Day is an annual tradition which has its beginnings in the early years of the School. Originally conceived as "Dig Day" and "Arbor Day", all-school work days were established to reinforce the sense of community arising from participation in certain tasks around the School that needed to be done.

Combined in later years and existing now as Work Day, younger grades are paired with older students in the seasonal campus clean-up and bulb planting. As a more recent dimension, faculty and student members of the Upper School now spend half of the day off-campus, assisting neighborhood senior citizens with their fall clean-up.

Interim Week

Students in grades eight through twelve participate in a full week of special projects (in groups or in individual internships) in November. The philosophy of the program and the guideline for choosing projects are to provide an opportunity for students and teachers to participate in a sustained, in-depth experience of solid educational value outside of the traditional classroom setting and time period.

The philosophy reflects the origin of the word educate or to "lead out" into the world at large and our desire to take advantage of the many resources available. The School seeks to establish a learning situation where students explore and expand horizons in a planned setting. The knowledge and experience gained will benefit not only the individual student but will also enrich the entire school community through sharing processes.

A faculty committee approves all Interim Week projects and supervises them. Although the course offerings vary from year to year, students annually participate in a wide variety of experiences. Remaining committed to the motto of the School, "Live and Serve," upper school students must select two of their four Interim Week projects in the area of social awareness. A sample of courses offered in past years is listed below:

Auto Mechanics
Chicago Architecture
Marine Biology Field Study
International Cooking
Film Making
Chicago Theatre
French Immersion in Montreal
Alcohol and Alcoholism
(in conjunction with the Parkside Youth Center)
Creative Writing
Hospital Volunteer Work
Ethno-Centra-City
(visiting Chicago's ethnically diverse communities)
Theatre Trip to London
Trip to the U.S.S.R.

The Harold H. Hines Jr., Visiting Fellowship

In 1984 the School established an endowed Visiting Fellowship in memory of Harold H. Hines, Jr., a distinguished, long-time member of the School's Board of Trustees. The Fellowship brings a distinguished individual or group of individuals to the campus who articulate the challenge of the School's philosophy, "Live and Serve." Special emphasis is placed on the ethical considerations of social issues, giving

students the opportunity to define more clearly their responsibilities to society. A. Bartlett Giamatti, President of Yale University, and Franklin A. Thomas, President of the Ford Foundation, were selected as the first two Fellows. In the 1987-88 school year, the Fellowship committee invited distinguished speakers, including Dexter Scott King, son of Martin Luther King, Jr., to discuss issues surrounding the beginnings of the Civil Rights Movement as part of the School's celebration of the 200th year of the Constitution of the United States.

The Susan Marshall Memorial Concert

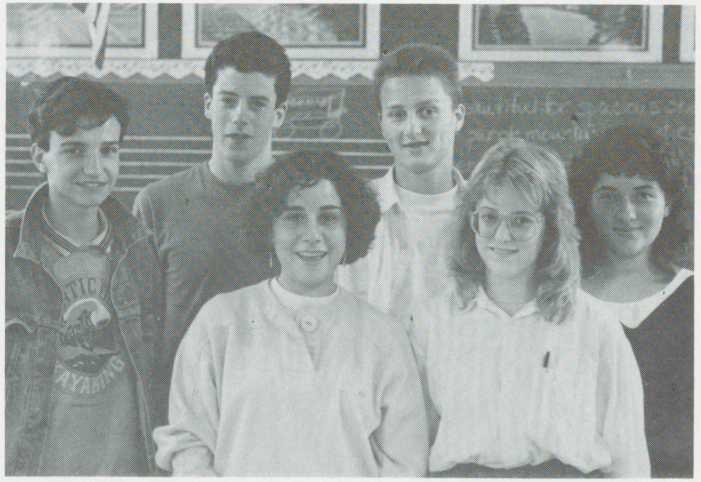
The Susan Marshall Memorial Concerts feature young emerging artist of impressive talent and are annual events held in the School's Diller St. Theater. The series presents an annual concert for the north shore communities and includes a special Morning Ex. for the entire student body which gives them an opportunity to enjoy an exceptional musical program and personally meet and speak with the performing artist in a more informal environment. Performers have included violinist Mark Peskanov, pianist Marcantonio Barone, soprano Ruth Golden, cellist Gary Hoffman and pianist Stephen Hough.

The Richard P. Hall Master-In-Residence Program

Endowed in 1987, the Richard P. Hall Master-In-Residence Program brings to the campus an individual who has stature and expertise in a special field applicable to elementary and/or secondary education. Tenure for each year's master will be not less than three months. Inherent in the concept of the program is its wide impact throughout the school community and beyond. Named in honor of North Shore's fifth headmaster, this far-reaching and exciting program will add a new dimension to school facilities and academic programs for present and future students.

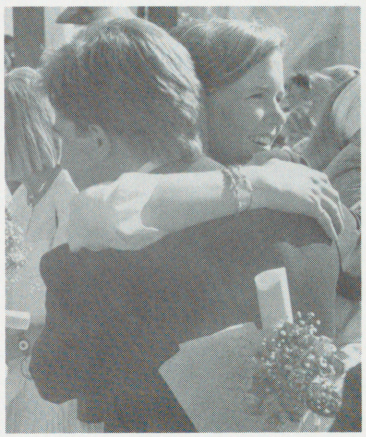
Foreign Student Exchange Program

In support of the School's concern to educate with a global perspective, North Shore hosts international students under the aegis of the Foreign Language Department. In recent years North Shore families have shared their homes and school with foreign students from the People's Republic of China, Denmark, Spain, England, Germany, Korea and Western Samoa. The School also sponsors a shorter exchange program with Strasbourg, France. The Foreign Language Department also advises North Shore students in regard to the variety of living/study experiences available to them abroad. The School participates in exchange programs sponsored by A.S.S.I.S.T., The English-Speaking Union, Rotary International and The Experiment in International Living.



Q:

What colleges and universities do North Shore students select?



North Shore graduates currently attend these colleges and universities:

American University
Amherst College (2)
Bates College
Beloit College
Bennington College (2)
Boston University (3)
Brandeis University (3)
Brown University (4)
Bryn Mawr College
Butler University
Carleton College
Claremont-McKenna College
Coe College
Colby College
Colgate University
Columbia University/New York
College of William and Mary
College of Wooster
Colorado College (2)
Connecticut College (2)
Cornell College (IA) (2)
Denison University (2)
DePaul University
DePauw University (3)
Drake University (3)
Emory University
Fort Lewis College
Gettysburg College
Goucher College
Hartwick College
Harvard University
Hobart/William Smith College
Howard University
Illinois Institute of Technology
Indiana University
Kenyon College (4)
Knox College
Lake Forest College
Lawrence University (4)
Lehigh University
Loyola University (2)
Manhattanville College
Marquette University
Massachusetts Institute of Technology (2)
Michigan State University
Middlebury College
Morehouse College
Mount Holyoke College (2)
Mount Vernon College
New York University
Northeastern University
Northwestern University (2)
Ohio Wesleyan
Pitzer College (2)
Reed College
Rensselaer Polytechnic Institute
Rhode Island School of Design
Ripon College (2)
Rollins College
Sarah Lawrence College
Scripps College
Skidmore College (2)
Sophie Newcomb College/Tulane (2)
Southern Illinois University (2)
Southern Methodist University
Smith College
Spelman College
The Citadel
Trinity College (CT)
Tufts University (5)
University of Arizona (3)
University of Colorado (4)
University of Denver (2)
University of Hartford (2)
University of Illinois (2)
University of Kansas (2)
University of Massachusetts (Amherst)
University of Miami (OH) (3)
University of Michigan
University of Montana
University of Redlands (2)
University of Southern California
University of Vermont
University of Wisconsin/Madison
Washington University (MO)
Washington and Lee University
Wesleyan University
Wheaton College
Whittier College
Xavier University
Yale University

The College Counseling process at The North Shore Country Day School provides individual counseling for each student and his/her family. It serves mainly as a resource, guidance and support facility. The office has a library of college catalogs and resource materials for student use including computer college search programs. The office has an "open door" policy. While total family involvement is welcomed and encouraged, emphasis is placed on the individual student's needs and responsibilities in the college search process.

SOPHOMORE YEAR

October (mid)	Preliminary Scholastic Aptitude Test (PSAT).
June	Appropriate CEEB Achievement Tests.

JUNIOR YEAR

October (mid)	PSAT — required for all juniors.
February	Students and parents attend a group meeting at School to discuss College Counseling process. Students receive college planning guide and pre-interview questionnaire.
Feb. - June	Students (and parents) have interviews with the college counselor.
March	Spring Vacation — students who choose to do so may begin to visit colleges, preferably those colleges not on their spring break.
May	Students take SAT.
June	CEEB Achievement Tests. (English Composition-Multiple Choice). During the summer, students do college "research", narrowing down their college list; visit variety of colleges in August, if desirable; make admission office appointments for fall interviews.
June	Students meet again in a group with college counselor.

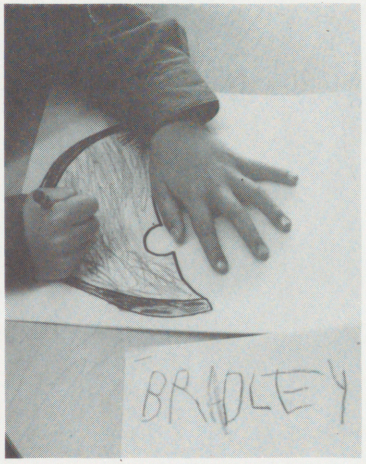
SENIOR YEAR

September	Individual, informal update meetings with the college counselor to inform her of progress and to decide final college application list. Students send requests for college applications.
October	Applications to University of Illinois, University of Michigan, University of California and University of Colorado are accepted.
	SAT (only) given again.
NOVEMBER 1	General deadline for most applications being submitted under the Early Decision Plan and the Early Action Plan (Ivy League).
November (1st Sat.)	SAT and ACH given again. Last date for all students being considered for National Merit Finalist Competition.
November 15	Deadline for the University of Illinois applications.
November 27	Thanksgiving Recess. Students should have narrowed down their lists and begun, if not completed, some of their applications.
December (1st Sat.)	SAT and ACH given again. (English Composition ACH includes a 20 minute written essay).
	Financial Aid Forms (FAF) available in the College Counseling Office.
January 1	First date financial aid forms (the FAF) should be filed.
January 1 - March 15	DEADLINE FOR FILING APPLICATIONS TO MOST COLLEGES FALL WITHIN THESE DATES. **CHECK EACH OF YOUR COLLEGE CHOICES FOR CORRECT DEADLINE.**
March 15 - April 15	Notification of decisions rendered will begin arriving from some colleges.
April 15	College common notification date.
May 1	Deadline for students to reply to colleges.

How does North Shore assist students in the research and selection of colleges?

Q:

What are the programs of the School's three divisions?



The Lower School
Jr. Kindergarten, Sr. Kindergarten, Grades 1, 2, 3, 4, 5

The kindergarten is composed of the junior and senior kindergartens. The junior kindergarten is a half-day morning program designed for students whose fourth birthday falls before Sept. 1. The senior kindergarten is a full-day program designed for students whose fifth birthday falls before Sept. 1.

In a warm, open environment, kindergarteners play and learn together. With their natural curiosity stimulated, they learn to organize their activities, listen attentively and feel good about themselves as they prepare for first grade. Creative play with a wealth of materials, story time and dramatizations, their own art room, regular music, computer and physical education classes are special features of the kindergarten.

Grades first through fifth have a carefully developed program which is designed to educate the whole child with an integrated curriculum in reading, language arts, mathematics, social studies, science, computer, foreign language, music, art and physical education.

These early years are filled with activities and enrichment programs which assist the students in developing and mastering sound academic skills. The curriculum is further enriched by the support of faculty specialists in reading, science, art, music and physical education.

In a supportive and nurturing environment, lower school students gain a sense of self-worth and of belonging to the larger school community through traditional and annual programs and activities which required the joint participation of upper, middle and lower school students. To enhance this kind of age integration which promotes the School as a family community, the School plans a variety of activities such as joint social service projects, Work Day, holiday celebrations, decorating for Homecoming, special projects and Morning Ex.

In addition to attendance at the all-school Morning Ex., the Lower School holds its own special assemblies on Friday afternoons. Here, students enjoy programs sponsored by the School and share their talents with music, plays and skits.

Throughout the school year, each classroom teacher involves the students in several field trips which are integrated with their course of study.

Student progress is shared with parents through written reports and conferences. Communication between parents and teachers is frequent and easily available.

(Specific Lower School curricula is outlined in the School's Curriculum Guide).

The Middle School
Grades 6, 7, 8

The Middle School represents the years of rapid growth and development, varied and ever changing interests, intense involvement and the desire to try new things. In all pursuits, children are helped to develop an organized and disciplined approach to tasks, to act on their own initiative and to develop independence.

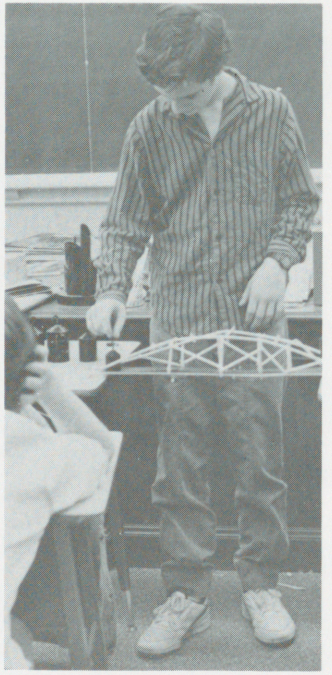
Classes of core curricula at sixth grade ease the transition from the classroom of the Lower School to the departmentalized instruction in the seventh and eighth grades. From the day's beginning in the homeroom, through classes in English, mathematics, social studies, science and, for seventh and eighth grades, French, the students enjoy small classes with high academic standards. The curriculum includes courses in art, music, drama, shop, computer and writing lab, as well as physical education.

Activities outside of the classroom are also planned as a means of developing initiative and independence. Social activities, theatrical productions and field trips enrich the daily schedule. The eighth grade's annual trip to a winter camp in northern Michigan is always a highlight of the year.

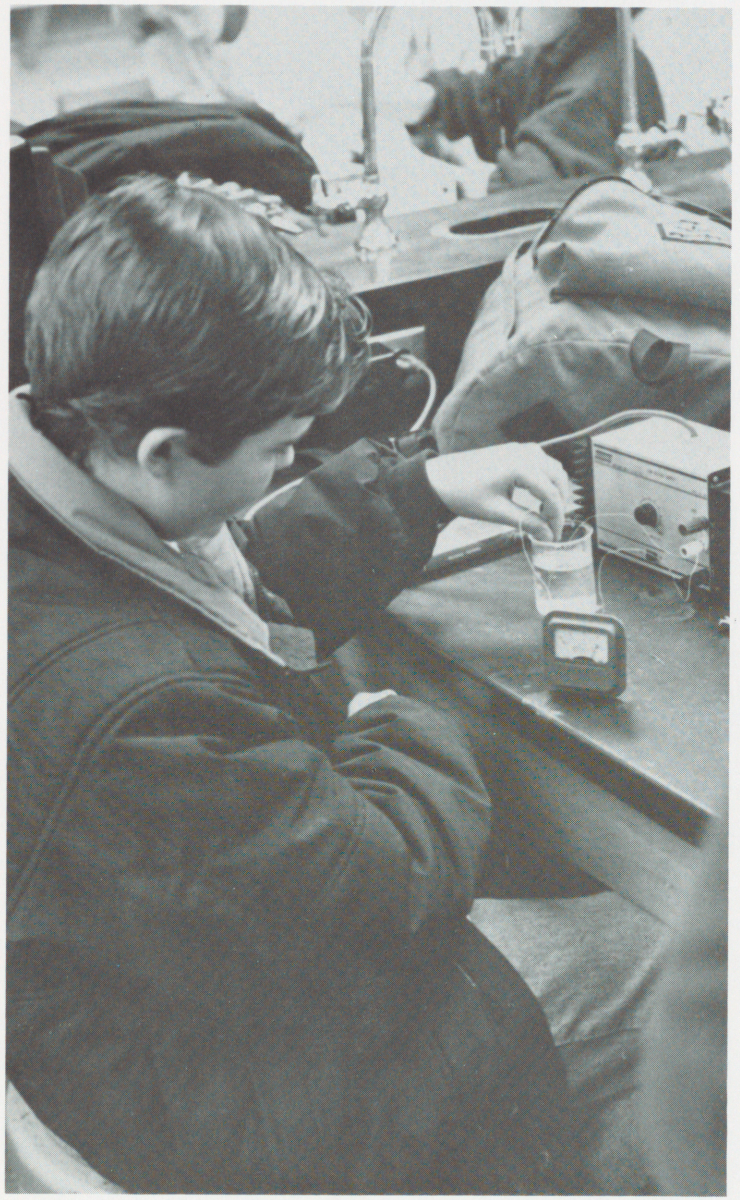
The Student Forum, open to all students of the Middle School, meets weekly to discuss and organize service projects, middle school activities and ideas that concern the whole Middle School. In the past, Forum has sold snacks to raise money for the Anti-Cruelty Society and for cancer research at Children's Memorial Hospital; they also organize an annual holiday gift sale to support Third World craftsmen.

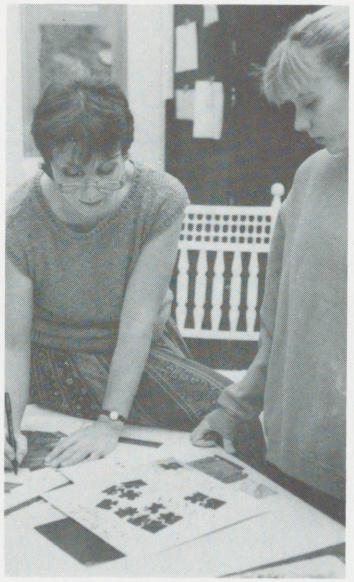
A Music Major for musically talented middle school students is a unique feature of North Shore. The Music Major program continues into the Upper School, where the course of study qualifies graduates to enter college schools of music and conservatories. A separate brochure details this program.

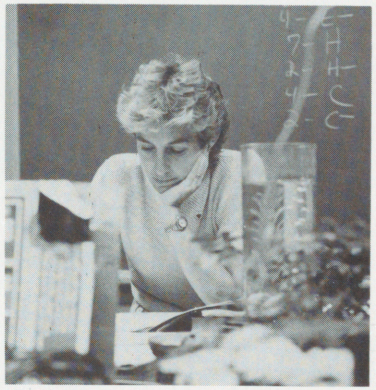
(Specific Middle School curricula is outlined in the School's Curriculum Guide).



"We like the size of the School, the family feeling and the strong communication between faculty and parents. It's a reassuring feeling to know that the faculty are always willing to listen and discuss issues."
Jeannie Lea Scully, parent.







The Upper School
Grades 9, 10, 11, 12

The college preparatory program prepares our students for the most exacting liberal arts and technical colleges and universities in the country. A strong curriculum offers the major disciplines of English, foreign language, mathematics, social studies, science, music, drama, art and a tutorial independent study program for students wanting to pursue a study beyond the level provided in catalogue courses. Advanced placement courses are also offered in most major subject areas. Opportunities to obtain computer literacy are an integral part of the curriculum.

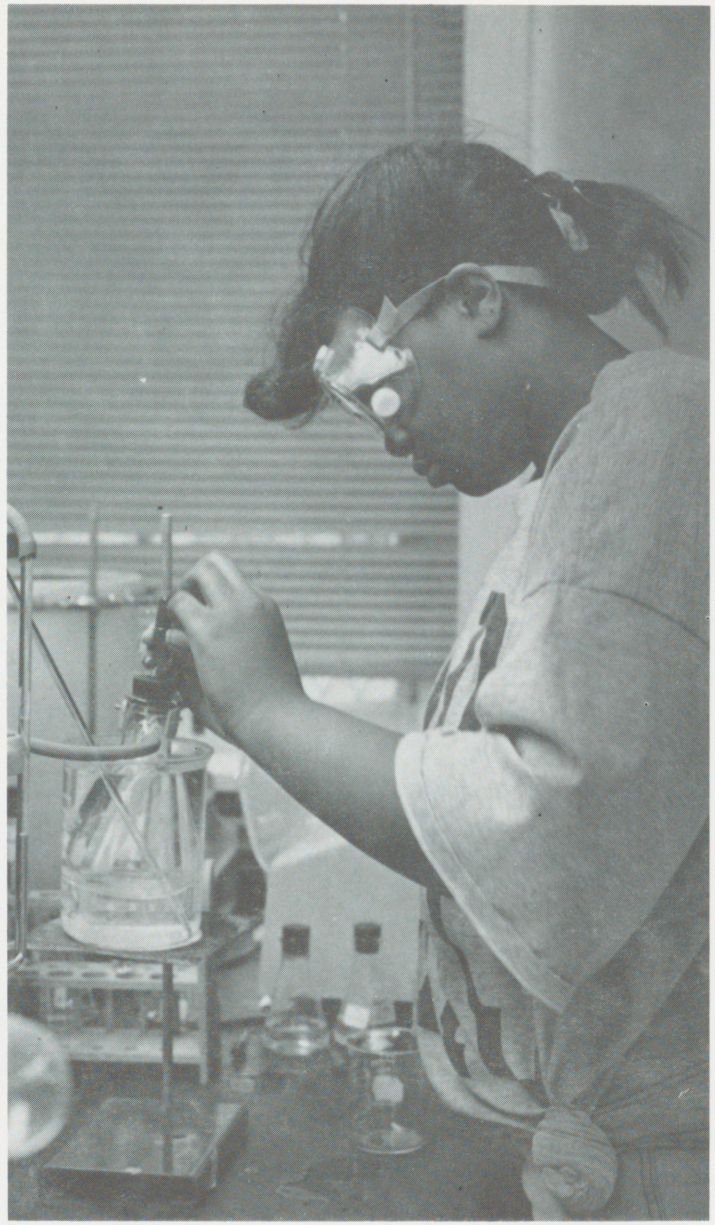
A special feature at North Shore is its Music Major curriculum for the serious musician. Sponsored jointly by North Shore and the Music Center of the North Shore located on our campus, the program offers intensive musical training together with the required academic disciplines, qualifying its graduates for college schools of music and conservatories.

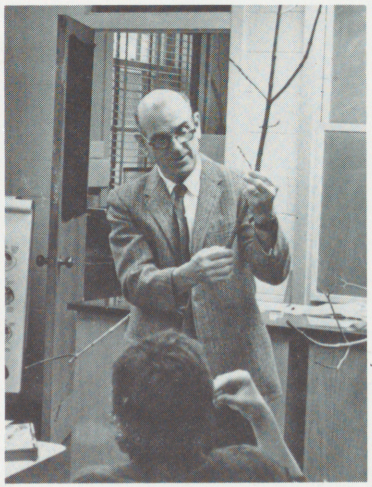
College counseling at North Shore is illustrative of the close personal attention each student receives. The college counselors work with each student and the parents. Many college representatives visit the campus in the fall to meet with interested students.

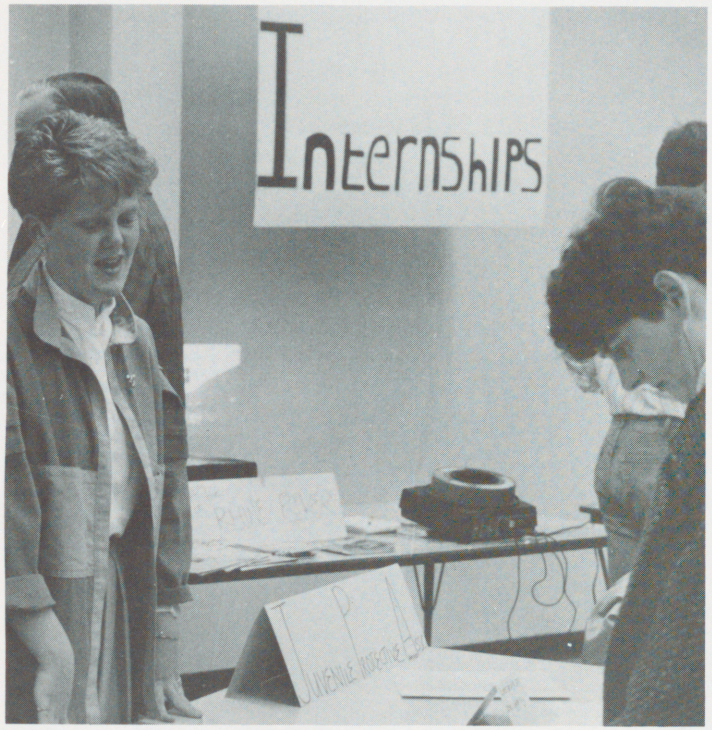
Interim Week, for eighth graders and upper school students, offers many exciting subjects for an in-depth learning experience beyond the classroom. In pursuits suggested by both students and teachers, an intensive week of involvement strengthens current interests and introduces new directions for our students.

Enriching components of our student community are our students from abroad. Through membership in the English-Speaking Union, A.S.S.I.S.T. (International Student Exchange) and the Experiment in International Living, North Shore hosts several upper school students from other countries. Additional diversity in our student body is developed through the school's membership in A Better Chance, a national organization which identifies qualified students from minority sectors.

(Specific Upper School curricula is outlined in the School's Curriculum Guide).







English

The English Department believes that the development of ability and interest in reading and writing is central to the education of all students. As students proceed through the courses offered by this department, they read and discuss important works of American, British and world literature and learn the skills needed for the careful analysis of literary texts.

Students also receive broad experience in composition, with writing assignments covering a range of forms from poetry and personal narratives to research papers and formal essays. Our approach to instruction in both reading and writing emphasizes careful attention to language.

We offer a strong comprehensive English program with particular concentration on writing. Students at every level write frequently and receive instruction in each stage of the writing process — planning, drafting and revising. Students have an opportunity to publish their work at school, and a number of students have published writing in literary magazines across the country. A key goal of The North Shore Country Day School faculty is to help every student develop competence and confidence as a writer.

Freshman English
Sophomore English
Junior English
Senior English
Advanced Placement Senior English
Introduction to Journalism
Advanced Journalism

Foreign Language

North Shore considers the study of a modern foreign language to be essential to a student's ability to gain broad perspective and to relate to the contemporary world at large, both as a citizen of an ever-shrinking planet and as a future participant in the international community. Students in Middle and Upper School study a foreign lanaguage as one of the major academic disciplines. Speaking a new language emphasizes the "otherness" of our neighbors as well as our basic, common humanity.

The faculty of the Department have all earned graduate degrees in their area of specialty, have studied abroad, are completely fluent and continue to maintain contacts and travel abroad. Our courses emphasize all four language skills:

listening, speaking, reading and writing. We offer courses through level 5 and advanced placement. A variety of participatory methods is emphasized and is combined with a daily discipline of the incremental steps necessary for the students' development and their mastery of a new language.

In support of the School's concern to educate with a global perspective, North Shore hosts international students under the aegis of the Foreign Language Department. In recent years North Shore families shared their homes and school with foreign students from The People's Republic of China, Denmark, Spain, England, Germany, Korea, Italy and Western Samoa. The School also sponsors a shorter exchange program with Strasbourg, France. The Department can advise students about a variety of living experiences available abroad, and encourages all students to try to plan for such an experience in Middle School, Upper School or college.

French, 1,2,3,4,5
French 5 Advanced Placement
Spanish, 1,2,3,4,5
Advanced Placement Spanish
Chinese Language and Culture

Science

A science student at The North Shore Country Day School is expected to grow in several areas. It is the aim of the Science Department to promote independent thinking in the areas of observation, classification, experimentation, data manipulation, inference, deduction, analysis, synthesis and application. The laboratory is the key to developing these skills, and it is a central part of the curriculum from kindergarten to the Upper School. The discovery approach to learning is a powerful and exciting way to implement the skills mentioned above; at North Shore every opportunity for that kind of learning is provided.

The Science Department provides an excellent teacher to student ratio as well as equipment to student ratio. Each school division has, for instance, its own set of microscopes. An attached greenhouse provides the opportunity for experiments in botany. Chemistry students work in a separate classroom-laboratory facility which enables them to spend the necessary time in the laboratory without interfering with the teaching of other classes. The commitment to maximum laboratory time is also enhanced by two double-periods per week. A pH meter, spectrometer, electronic balance and computer, which can be interfaced to some laboratory experiments, are also available to students.

The physics room has a computer as well, and students find themselves directing their learing by the use of a contract system. Students contract for certain assignments, laboratories and readings during each unit and can access the information on the computer. This provides superior students with more challenging options while affording amply extra time for students experiencing difficulties with a particular concept.

Each year three trimester courses are offered with a concentration on field studies, science as it relates to the rest of society and world issues. Offerings over the last five years have included: marine biology, including a one week trip for field study in Florida; botany taught in conjunction with the Chicago Botanic Gardens; man and science; geology with field studies in the Chicago area; oceanography and weather; astronomy, including some night-time labs; skills for living, emphasizing health issues; and a course on science, technology and society which emphasizes world issues.

Each year either AP chemistry or AP biology is offered. These courses are designed to be college level courses, preparing students to take an exam for college credit.

Biology
Chemistry
Physics
Science Trimester Courses (1988-89)
- Marine Biology
- Health
- Futuristics

Advanced Placement Chemistry
Advanced Placement Biology
(offered in alternating years)

Mathematics

Mathematics is a living, growing subject. North Shore students are offered the kind of broad preparation in mathematics that will equip them to use mathematics productively in daily life and give them the foundation needed to learn the specific skills necessary for their later careers. Because many students intend to pursue additional study in the subject, the department strives to offer courses that will effectively prepare students for college.

Based on current college admissions requirements, all students are encouraged to take a mathematics class during each year of their upper school careers. After the basic sequence of algebra, geometry and algebra 2 is completed, a number of elective courses are offered.

Algebra 1
Geometry
Algebra 2 with Trigonometry
Elementary Functions
Calculus 1 (AP-AB)
Calculus 2 (AP-BC)
Probability and Statistics with
Advanced Algebra Applications

Computer Studies

The computer is fast becoming one of the most important multi-purpose tools of education and industry. Therefore, the computer studies curriculum begins with a one-term literacy course that is required for all North Shore students. The course includes keyboarding, word processing, database management, algorithmic thinking and an introduction to programming. It is the intention of this course that students apply these skills to all their classes at North Shore. Students who have studied computer literacy have the option of taking a proficiency test to place out of the class.

After completing the term in computer literacy, there are two single-term courses offered, BASIC programming and Pascal programming. Other classes may also be offered depending on interest, including an Advanced Placement computer class. The prerequisites for this are successful completion of the term in Pascal programming and Algebra 2 or permission from the Mathematics Department.

Computer Literacy
Programming in BASIC
Programming in PASCAL
Advanced Placement Computer Science

Social Studies

The principal objective of the Social Studies Department is to enable the student to be well informed on as broad a basis as possible.

Our specific objectives are to teach students to pursue independent inquiry, acquire information and apply this information logically and imaginatively toward the solution of problems which people meet in their natural and social environment. Emphasis is placed on solutions consistent with humanitarian values. Skills of effective communication in class discussion and in written work are developed. Perspective is sought concerning the experience of mankind and the richness of the racial and cultural diversities of our society and the role of the individual in it.

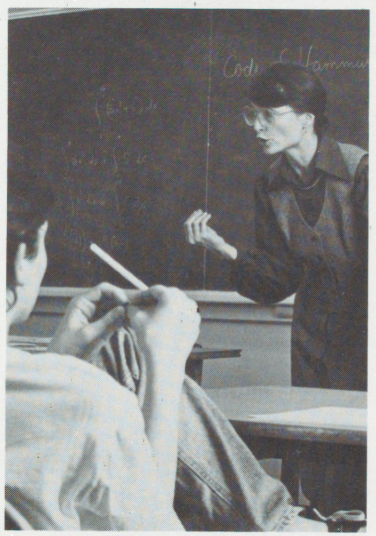
A broad range of history is studied at the various levels: Biblical archeology; the areas of India, Africa and China; survey histories of Western Civilization and the United States; plus advanced courses in U.S. history and constitutional law. Further offerings include urban anthropology and a course in basic economics which emphasizes practical business experience and decision-making through computer programs developed and sponsored by the Junior Achievement Program. Senior courses in the study of the various schools of psychological thought are also offered.

Anthropology
European History
United States History
Advanced Placement United States History
Constitutional Law
Economics
Physiological Psychology
Developmental Psychology
Abnormal and Humanistic Psychology
Introduction to Current Global Issues

Art

The Art Department faculty believes that each individual has within him or herself some potential for creating and understanding what the artist attempts. This assumes that there are many disciplines within academic life that, while necessary and productive, do not address this area of human potential.

Planting seeds, watering and tending plants to maturity is very different from reading about plant germination. The Art Department at North Shore engages the potential of students by distinguishing between studying about art and attempting to do art. Our students are required to paint, sculpt, draw and engage in other forms of creative expression because we believe that this will give them an appreciation of the process that is necessary to fully comprehend artistic achievements and accomplishments.



Some students experience this directly and anticipate further academic and creative training that will prepare them for a career in artistic expression. It is our experience that those many students who choose other careers take with them an expanded way of looking at their world.

Studio Art
Art 1
Photography
Sculpture
Painting
Ceramics
Printmaking

Drama

Whether they are involved by way of a construction crew or a leading role, students in North Shore's drama program share the responsibility for the final outcome of a production. Our theatre program is devoted to creating a well-rounded peforming arts student who realizes that process is as important as product. The drama faculty has nearly forty years of combined experience at achieving this goal.

The size of North Shore's student body allows students to receive more personal attention and production and performance experience than is possible in larger institutions. North Shore students have the opportunity to participate on every level during a four-year program at North Shore; from curtain-puller for a major production on the main stage to director of a student-produced one-act play in the "black box" theater. North Shore students entering programs at colleges and universities across the country have consistantly found that their preparation at North Shore gave them a headstart over their college peers.

Production 1
Production 2
Improvisation
Acting
Advanced Acting
Directing
Communication
Acting Workshop

"Teaching at North Shore means more time to give academic and personal attention to individual students; also time to come to know them as people and as friends. I like the nice "combination" of teaching my subject of history and working closely with students." ***Bill Freisem, teacher.***

Music

The goal of the Music Department at North Shore is to educate young people toward the appreciation of beauty in art in general and in music in particular. In the Middle School, the program includes general music courses in which the students experience music through their own creativity. They listen to, sing, play, analyze, conduct and compose music and are exposed to a large variety of musical literature. The students also construct folk instruments. The development of musical skills is stressed at all levels of instruction.

In the Upper School, a music appreciation class is offered in which the students learn to enjoy music through active listening and a better understanding of the composers' art.

The Upper School Choir offers the students an opportunity to actively participate in a performance experience. Work in vocal training and sight-singing are an important part of every rehearsal. The choir sings a repertoire of different styles and cultures, performing in the original language when possible. They also have the opportunity to perform major works with instrumental ensembles from the Music Center of the North Shore and can participate in regional choir festivals. The students are encouraged to sing in small ensembles in order to become more independent as musicians. Performance experience is also available to middle school students in the Middle School Chorus.

Besides the regular holiday concerts, the music program includes a middle school show and the Gilbert and Sullivan opera, which has been performed each year by upper school students since the founding of the School.

Music Appreciation
The Upper School Choir
The Upper School Music Major

Physical Education

The philosophy of the physical education program at North Shore continues the concept of "Athletics for All" that was initiated by North Shore's first headmaster, Perry Dunlap Smith, when the School opened in 1919. Smith wanted every student from the sixth grade through the Upper School to have the opportunity to participate in interschool games.

Today, we continue to nurture an enjoyment of physical activity and to use such activity to further develop physical strength, endurance and agility as well as knowledge of theory and rules of popular games. As students mature, we offer them the challenge of participation in interschool games as a means of attaining excellence in physical skills and experience in team cooperation.

Because the School remains firm in its commitment to this philosophy, students in grades six through ten are required to participate in the interschool sports program. Participation rather than winning in emphasized, and no student may be "cut" from a team. Through the experience of active team play, our students acquire physical, mental and social attributes that are transferable to future life activities.

To ensure that every student has daily physical activity, students, who are not involved in one of the interschool sports, must attend a regular physical education class. The purpose of these classes is the same as that of the interschool programs. The method of teaching skills is most often used because of its greater enjoyment and progression.

Boys' Interschool Sports:
- football
- soccer
- basketball
- baseball
- tennis

Girls' Interschool Sports:
- field hockey
- volleyball
- basketball
- softball
- tennis

Q:

What is the process for admission?

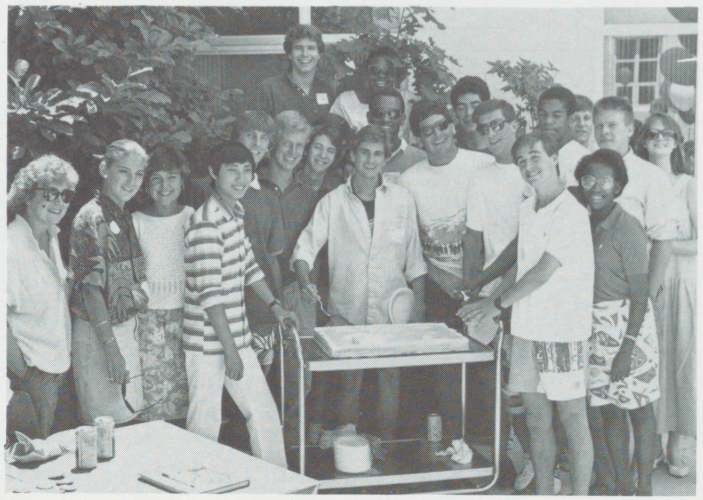
The Admissions Committee looks for candidates who are motivated and have the ability to succeed in a college preparatory school. Important factors in the selection process are academic strength, strong character, special interests that each applicant would bring to the School, and evidence of interest in participation in all school activities. Candidates are admitted without discrimination as to race, creed, religion or national origin, and on the basis of current school records, performance on standardized tests, recommendations from current teachers and a school visit, which includes a personal interview.

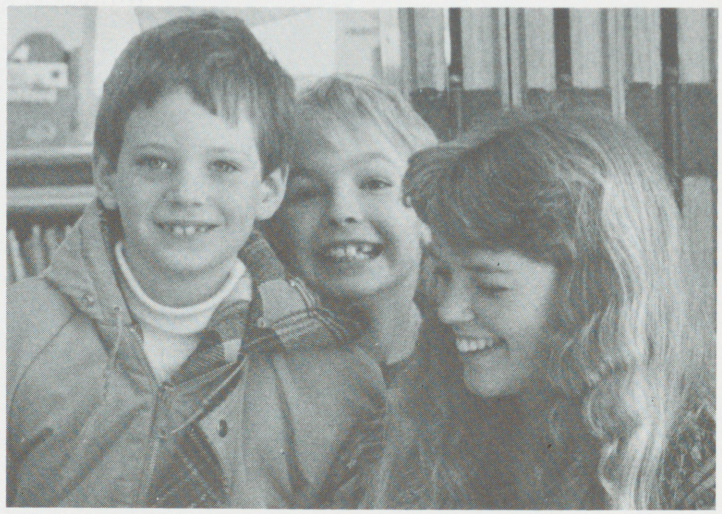
The School accepts the greatest number of students in jr. kindergarten (our youngest grade) and in the sixth, seventh and ninth grades where there are increases in the number of class sections.

Most applications are received during the fall and winter months preceding the year of entry, but applications are accepted throughout the year, and admissions are made when space is available.

All applications will be reviewed beginning in January. An applicant's completed file consists of standardized test scores (when applicable), report cards, teacher evaluations and the child's visit to the School.

The North Shore Country Day School has no program to accommodate those students with severe learning disabilities or social problems.





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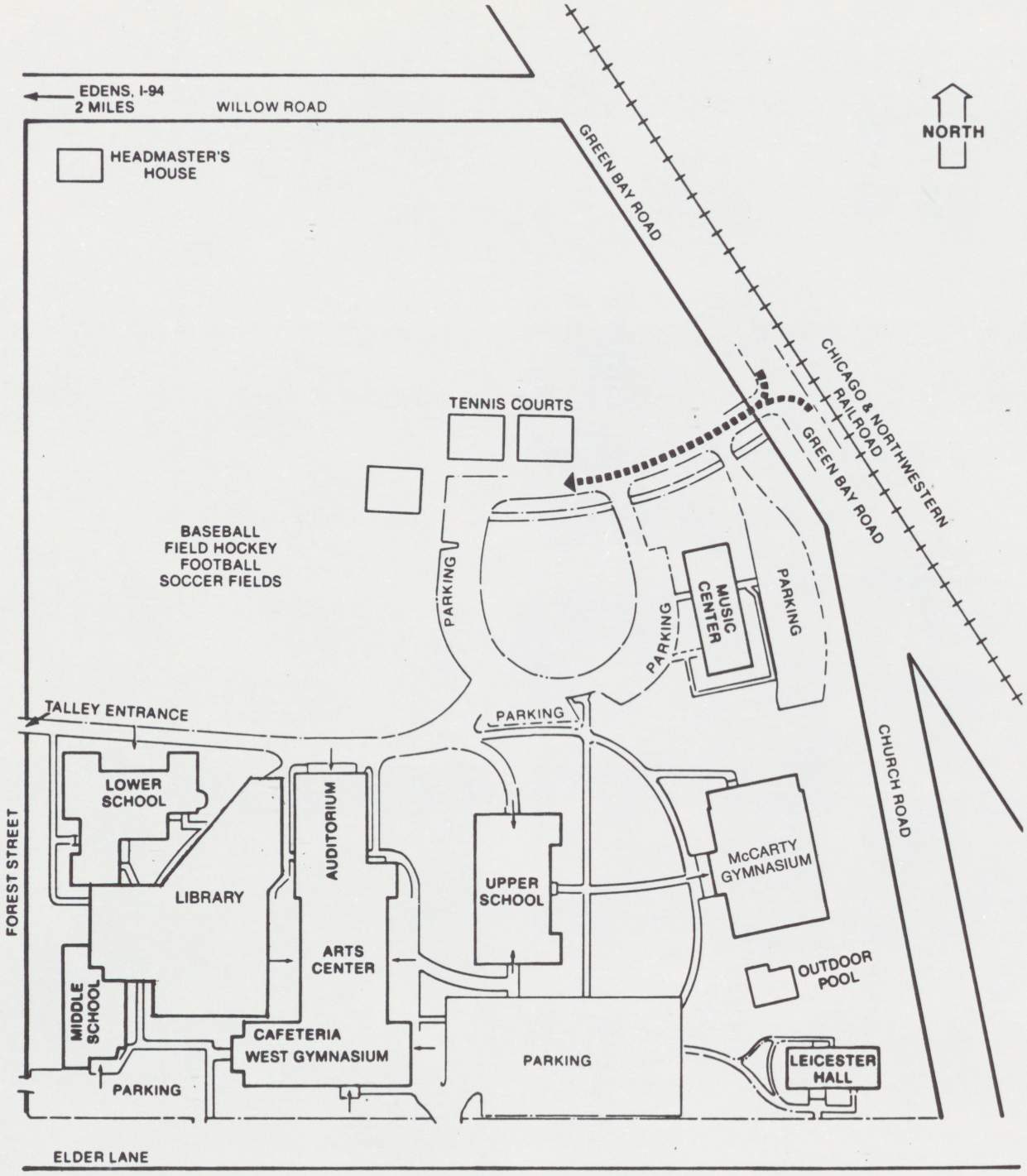

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